

NEBRASKA

Work Based Learning Manual

PART II

PROGRAM PLANNING GUIDE



NEBRASKA STATE DEPARTMENT OF EDUCATION

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PART II - Program Planning Guide

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Work Based Learning PROGRAM PLANNING GUIDE

EXECUTIVE SUMMARY

It is very important from the outset that everyone in the community understand the mission of work based learning. People normally think in terms of traditional work experience or career exploration. Work based learning is more than that. Planners need to encourage people to think of work based learning as a two-way bridge between the classroom and the workplace across which the school and the community work cooperatively to provide the resources and the “classroom” that will help each student find and develop his or her potential.

Nebraska is committed to providing quality work based learning experiences for all students in all schools. To accomplish this, the implementation strategy is statewide and builds on the capacity of local School-to-Careers partnerships, Tech Prep consortia, and established Cooperative Education and opportunity programs. These partnerships, are recognized throughout the state, and are made up of employers, educators and others committed to school excellence.



What kind of work based learning experiences do you want to create in your local education/business partnership? Schools and employers can create unique educational experiences so that students both observe and perform hands-on work, develop work-readiness skills, and learn to draw their own conclusions. Development and implementation of a *Work Based Learning Local Action Plan* will restructure education by bridging classroom and communities to create work based learning opportunities that maximize students' interests, motivation, creativity, and effort.

This Guide provides the tools needed to assess your partnerships current strengths, tips for getting started in building a work based learning program including stakeholder roles and responsibilities, and helpful suggestions for partnership building. It also provides brief descriptions of a wide variety of work based learning options and a plan for creating a local action plan. Detailed information regarding each of the options, including sample forms, are provided in the following Guides which are part of this Work Based Learning Manual:

Part V - Career Awareness Activities Guide
Part VI - Career Exploration Activities Guide
Part VII - School Site Career Preparation Guide
Part VIII - Work Site Career Applications Guide

The tools needed to market your work based learning program are provided in *Part III - Marketing and Work Site Development Guide*.

A. PARTNERSHIP STRENGTHS ASSESSMENT

The following questionnaire and Guiding Principles are part of the *Getting to Work* materials designed by the National Center for Research in Vocational Education (NCRVE). All Nebraska Tech Prep Consortium Coordinators and School-to-Career Local Directors have a complete set of the *Getting to Work* Modules. They can be ordered from MPR Associates, Inc., 2150 Shattuck Avenue, Suite 800, Berkeley, CA 94704, 510-549-4551.

Prior to developing your local partnership's *Work Based Learning Local Action Plan*, it is important to assess your partnership's readiness to begin structuring a viable plan. While your school structure, the needs and resources of local partnership members, and team vision and goals will partially determine the route you take in constructing your *Action Plan*, there are four Guiding Principles that can serve as signposts along the way.

Guiding Principles for Better Schools

Principle One: High Standards. Schools must expect all students to achieve high academic standards and master the knowledge and skills that will qualify them for employment, further education, and career advancement.

Principle Two: Career Focus. Schools should promote career-related academic curricula that stress the application of knowledge and skills to motivate students to achieve high levels of academic performance.

Principle Three: Multiple Assessment. A variety of assessment strategies should be utilized to allow students to demonstrate their multiple talents and abilities whether they work individually or in collaboration, and to assist educators in improving student performance and instructional programs.

Principle Four: Partnerships. Educators and community members must work together to develop high quality programs for all students.

Getting to Work, Introduction, MPR Associates, Inc.,
2150 Shattuck Avenue, Suite 800, Berkeley, CA 94704

These four principles can serve as a useful guide in developing a rigorous, comprehensive program of study organized broadly around work, industry, or careers. Working with your colleagues and community, you can use these principles to help transform your school and expand the educational and employment opportunities for all your students.

If your local education/business partnership is in its infancy, you may want to consider assessing your partnership readiness level prior to attempting to develop and implement a *Work Based Learning Local Action Plan*. Use the Guiding Principles to measure yourselves against the following set of questions to help you evaluate your present level of development in the numerous areas to be explored in developing your local plan.

Work Based Learning PARTNERSHIP STRENGTHS ASSESSMENT

Rate your program/school/partnership on a scale of one to four. Be honest; there is no winning score. The purpose of a strengths assessment is to help you measure where you are now. Think of it as a snapshot; a point in time on the way to where you eventually want to be. Under each question, circle **one** (1) of four numbers:

- 1 = *absent: no evidence or examples*
 2 = *little: very little evidence*
 3 = *moderate: some emphasis; some indicators of strength*
 4 = *substantial: solid evidence; very present in program/school*

Low numbers on any question indicate an area for study or improvement. Higher numbers reflect strong components or team strengths. Later, your team will list areas of weakness on which you will need to focus to build a better course, program, school-within-a-school. This is not a scientific rubric. Rather, it is an easy way to assess where you are so that you can ultimately get to where you want to be. Honest answers result in an honest self-evaluation. Remember, there are many equally successful paths to better schools.

PRINCIPLE ONE: HIGH STANDARDS

To help youth succeed in a fast-changing world, high schools expect all students to achieve high academic standards and master the knowledge and skills that will qualify them for employment, further education, and career advancement.

EXPECTATIONS

To what extent . . .

Absent Substantial

- | | |
|---|---------------|
| 1. are classes attracting students of different abilities? | 1 2 3 4 |
| 2. are classes attracting students from different backgrounds, race, and genders? | 1 2 3 4 |
| 3. does your program recruit students from diverse backgrounds? | 1 2 3 4 |
| 4. does your program reach out to underserved populations? | 1 2 3 4 |
| 5. do classes contain students with a variety of career aspirations? | 1 2 3 4 |

PREPARATION FOR POSTSECONDARY OPTIONS

To what extent . . .

- | | |
|--|---------------|
| 6. are all students prepared for work readiness and college admission? | 1 2 3 4 |
| 7. does your program connect to a community college? | 1 2 3 4 |
| 8. does your program offer credit for classes taken at postsecondary institutions? | 1 2 3 4 |
| 9. do local postsecondary institutions formally support articulated classes? | 1 2 3 4 |

GUIDANCE AND COUNSELING

AbsentSubstantial

To what extent. . .

10.	does the school link teachers and small groups of students in advisory groupings?	1	2	3	4
11.	do counselors share information with teachers?	1	2	3	4
12.	does the community provide counseling and career planning activities	1	2	3	4
13.	are students paired with community role models as mentors?	1	2	3	4
14.	do counselors and/or teachers teach career development in the classroom?	1	2	3	4
15.	does your program counsel at-risk/low-achieving students about postsecondary options and encourage them to pursue these options?	1	2	3	4
16.	is counseling geared to career connections for all students?	1	2	3	4
17.	are students encouraged to develop a coherent, rigorous plan of study?	1	2	3	4
18.	do all students participate in work experience and technical and/or work and postsecondary education?	1	2	3	4
19.	are counseling services linked to work and postsecondary education?	1	2	3	4
20.	are counselors aware of current industry trends?	1	2	3	4

PRINCIPLE TWO: CAREER FOCUS

Career-related academic curricula that stress the application of knowledge and skills motivate students to achieve high levels of academic performance.

INSIDE THE SCHOOL

To what extent. . .

Absent Substantial

1.	are academic and vocational teachers designing and teaching curriculum with a career focus around industry themes or career clusters?	1	2	3	4
2.	are academic and vocational courses aligned?	1	2	3	4
3.	does student curriculum connect to career path/majors?	1	2	3	4
4.	are all students offered academic courses of college or university admission standards?	1	2	3	4
5.	do students express and demonstrate interest in their classwork?	1	2	3	4
6.	do instructors “coach” students, rather than lecture to them?	1	2	3	4

- | | | | | | |
|-----|--|---|---|---|---|
| 7. | do students solve problems with real consequences or audiences? | 1 | 2 | 3 | 4 |
| 8. | are student projects graded in more than one class? | 1 | 3 | 3 | 4 |
| 9. | does industry participate in student learning? | 1 | 2 | 3 | 4 |
| 10. | are the books, equipment, and technology now available meeting current and future student learning objectives? | 1 | 2 | 3 | 4 |
| 11. | does your program allow students to practice teamwork or cooperative learning? | 1 | 2 | 3 | 4 |
| 12. | are teachers given time to align course content? | 1 | 2 | 3 | 4 |
| 13. | do teachers and students demonstrate how classroom learning applies to the working world? | 1 | 2 | 3 | 4 |

OUTSIDE THE SCHOOL

To what extent . . .

Absent Substantial

- | | | | | | |
|-----|---|---|---|---|---|
| 14. | do members of the community volunteer to be guest speakers and sponsor field trips? | 1 | 2 | 3 | 4 |
| 15. | is up-to-date technology available to all students? | 1 | 2 | 3 | 4 |
| 16. | do students practice academic skills in the workplace? | 1 | 2 | 3 | 4 |

To what extent . . .

Absent Substantial

- | | | | | | |
|-----|---|---|---|---|---|
| 17. | do students work outside of school in a career or work setting area on assignments from school? | 1 | 2 | 3 | 4 |
| 18. | do students learn work or career skills in a school studio or lab? | 1 | 2 | 3 | 4 |
| 19. | do students learn academic and technical skills through work site learning? | 1 | 2 | 3 | 4 |
| 20. | do students spend time in school reflecting on their work site learning experiences? | 1 | 2 | 3 | 4 |
| 21. | is the school day divided between school and work? | 1 | 2 | 3 | 4 |
| 22. | is community service built into the academic content? | 1 | 2 | 3 | 4 |
| 23. | is observing a worker in a work setting part of the curriculum? | 1 | 2 | 3 | 4 |
| 24. | are mentors part of the curriculum? | 1 | 2 | 3 | 4 |

PRINCIPLE THREE: MULTIPLE ASSESSMENT

Multiple assessment strategies help students demonstrate their multiple talents and abilities whether they work

individually or in collaboration, and assist educators in improving student performance and instructional programs.

STUDENT ASSESSMENT

To what extent . . .

AbsentSubstantial

- | | | | | | |
|----|---|---|---|---|---|
| 1. | are students encouraged to reflect upon and to criticize their own work? | 1 | 2 | 3 | 4 |
| 2. | does your school use multiple-choice, paper-and-pencil tests? | 1 | 2 | 3 | 4 |
| 3. | are students tested using assessments besides paper-and-pencil tests? | 1 | 2 | 3 | 4 |
| 4. | does your program collect student work in folders or portfolios? | 1 | 2 | 3 | 4 |
| 5. | are year-long projects (e.g., senior project) a component of a student's assessment? | 1 | 2 | 3 | 4 |
| 6. | do students perform their skills under real or simulated conditions for assessment purposes? | 1 | 2 | 3 | 4 |
| 7. | do departments, programs, and teachers share a common instrument to measure student progress? | 1 | 2 | 3 | 4 |
| 8. | are curriculum and assessment linked? | 1 | 2 | 3 | 4 |

PROGRAM IMPROVEMENT

To what extent . . .

AbsentSubstantial

- | | | | | | |
|-----|---|---|---|---|---|
| 9. | does the school have a formal process for program evaluation and improvement? | 1 | 2 | 3 | 4 |
| 10. | does that process of evaluation improve the curriculum and instruction school wide? | 1 | 2 | 3 | 4 |
| 11. | do teachers share their successes and failures? | 1 | 2 | 3 | 4 |
| 12. | do teachers evaluate each other's curriculum and instructional practices? | 1 | 2 | 3 | 4 |
| 13. | are student outcomes shared with students and other teachers? | 1 | 2 | 3 | 4 |
| 14. | does evaluation lead to change, and does change lead to different evaluation methods? | 1 | 2 | 3 | 4 |

PRINCIPLE FOUR: PARTNERSHIPS

Educators and community members work together to develop high-quality programs for all students.

VISION AND GOALS

To what extent . . .

Absent Substantial

- | | | | | | |
|----|---|---|---|---|---|
| 1. | does the administration and teaching staff work together to develop a common vision for the school? | 1 | 2 | 3 | 4 |
| 2. | are parents, businesses, and other community members encouraged to contribute to school climate and programs? | 1 | 2 | 3 | 4 |
| 3. | are students involved in program development? | 1 | 2 | 3 | 4 |
| 4. | do teachers share a common vision and have similar goals for the students? | 1 | 2 | 3 | 4 |
| 5. | are committees established that involve members of all stakeholder groups? | 1 | 2 | 3 | 4 |
| 6. | have school members reached consensus on implementation strategies to achieve the vision? | 1 | 2 | 3 | 4 |
| 7. | have members of the school community designed detailed implementation plans including timelines, staff development, and resources that are needed or available? | 1 | 2 | 3 | 4 |

TEAMWORK

To what extent . . .

Absent Substantial

- | | | | | | |
|-----|--|---|---|---|---|
| 8. | are teachers given release time to observe the best practices of other teachers or programs? | 1 | 2 | 3 | 4 |
| 9. | do teachers control the resources they need at your school to attain their goals? | 1 | 2 | 3 | 4 |
| 10. | do teachers share the same students so that they can discuss students' problems and curriculum projects? | 1 | 2 | 3 | 4 |
| 11. | are teachers encouraged to create interdisciplinary curriculum? | 1 | 2 | 3 | 4 |
| 12. | are teachers encouraged to team teach? | 1 | 2 | 3 | 4 |
| 13. | do teachers work in teams or pool their knowledge to plan a project or integrated course? | 1 | 2 | 3 | 4 |
| 14. | do teachers plan together and share teaching techniques? | 1 | 2 | 3 | 4 |
| 15. | does the school directly involve parents in student learning? | 1 | 2 | 3 | 4 |
| 16. | do advisory boards or industry partners guide student learning? | 1 | 2 | 3 | 4 |

STRUCTURAL ISSUES

To what extent . . .

		<i>Absent</i>	<i>Substantial</i>	
17.	is common planning time built into the master schedule?	1	2	3 4
18.	do teachers work together to discuss common students?	1	2	3 4
19.	do teachers select the speakers and topics for staff development?	1	2	3 4
20.	does the schedule contribute to achieving the goals for your program?	1	2	3 4
21.	does the staffing help to achieve the goals for your program?	1	2	3 4
22.	does the physical space help to achieve the goals of your program?	1	2	3 4

**PLEASE SEE ATTACHED SCORING SHEET
FOR FURTHER INSTRUCTIONS.**

PARTNERSHIP STRENGTHS ASSESSMENT - SCORING SHEET

DIRECTIONS: Please write the number you circled for each question in the blank space next to the number for each question. Total each section in the blanks "T1," "T2," and so on.

PRINCIPLE ONE: High Standards		
Expectations	Postsecondary Options	Guidance & Counseling
1. _____	6. _____	10. _____
2. _____	7. _____	11. _____
3. _____	8. _____	12. _____
4. _____	9. _____	13. _____
5. _____		14. _____
		15. _____
		16. _____
		17. _____
		18. _____
		19. _____
		20. _____
T1= _____	T2= _____	T3= _____

PRINCIPLE TWO: Career Focus	
Inside School	Outside School
1. _____	14. _____
2. _____	15. _____
3. _____	16. _____
4. _____	17. _____
5. _____	18. _____
6. _____	19. _____
7. _____	20. _____
8. _____	21. _____
9. _____	22. _____
10. _____	23. _____
11. _____	24. _____
12. _____	
13. _____	
T4= _____	T5= _____

PRINCIPLE THREE: Multiple Assessment	
Student Assessment	Program Improvement
1. _____	9. _____
2. _____	10. _____
3. _____	11. _____
4. _____	12. _____
5. _____	13. _____
6. _____	14. _____
7. _____	
8. _____	
T6= _____	T7= _____

PRINCIPLE FOUR: Partnerships		
Vision & Goals	Teamwork	Structural Issues
1. _____	8. _____	17. _____
2. _____	9. _____	18. _____
3. _____	10. _____	19. _____
4. _____	11. _____	20. _____
5. _____	12. _____	21. _____
6. _____	13. _____	22. _____
7. _____	14. _____	
	15. _____	
	16. _____	
T8= _____	T9= _____	T10= _____

Principle One Score	Principle Two Score	Principle Three Score	Principle Four Score
T1 _____	T2 _____	T3 _____	T6 _____
+T8 _____	+T4 _____	+T5 _____	+T7 _____
+T10 _____	+T9 _____		
= _____	= _____	= _____	= _____

INTERPRETING THE RESULTS OF YOUR PARTNERSHIP STRENGTHS ASSESSMENT

The modules referred to in this assessment are part of the *Getting to Work: A Guide for Better Schools* materials available from your local School-to-Careers Partnership Director, Tech Prep Consortium Coordinator, or MPR

Principle One Score - High Standards

(T1 + T8 + T10)

If you scored between **72-54 points**, you and your team are well on your way to developing a program or school with a structure that supports the successful achievement of your vision and goals. The staff in your program or school works hard to help all students achieve high expectations related to academic standards and post-high school options.

If you scored **less than 36 points**, *Module One: Education for Work* would be helpful to your partnership in setting and expecting high academic standards for all students.

Principle Two Score - Career Focus

(T2 + T4 + T9)

If you scored between **104-78 points**, you and your team have developed curriculum inside the classroom that is both academically challenging and interesting to students. Teachers work as a team to deliver a project-oriented curriculum that integrates both academic and vocational education and may include team teaching. In addition, there is a seamless curriculum that extends from secondary to postsecondary institutions.

If you scored **less than 52 points**, your team might consider working together through *Module Two: Integrated Curriculum*. However, if you also scored less than 36 points on the Principle One Score, begin with *Module One: Education for Work*.

Principle Three Score - Multiple Assessment

(T3 + T5)

If you scored between **88-66 points**, you and your team have developed curriculum outside the classroom that provides students with work site learning opportunities that connect to classroom activities. Students are offered a guidance and counseling program that is integrated with classroom learning and that provides career development and future planning opportunities.

If you scored **less than 44 points**, your team might consider working together through *Module Three: Learning Experiences*. However, if you scored less than 36 points on the Principle One Score, begin with *Module One: Education for Work*.

Principle Four Score - Partnerships

(T6 + T7)

If you scored between **56-42 points**, you and your team have developed a student assessment and program improvement system that helps you and your students evaluate both student and program performance. Students are challenged by a range of assessment strategies that test their knowledge and skills both independently and collaboratively.

If you scored **less than 28 points**, your team might consider working through *Module Four: Assessment*. However, Module Four focuses only on student assessment issues. Depending on the difference between your T6 and T7 scores, you may also want to refer to NCRVE's product on program improvement entitled *At Your Fingertips: Using Data for Program Improvement*. However, if you also scored less than 36 points on the Principle One Score, begin with *Module One: Education for Work*.

B. TIPS FOR GETTING STARTED

B. TIPS FOR GETTING STARTED

1. START WITH WHAT YOU HAVE AND BUILD ON YOUR STRENGTHS	This is very important! It is better to build from the work based learning practices already in place within the district than to impose an external, packaged system. People need to “own” the system before they will become committed to it. If your district is already doing a great deal of community service work, then start there. If cooperative education is already working, expand from that point. To find out what is already in place, larger districts will need to survey the district staff and compile a simple database of program descriptions, staff managers, employers, and numbers of students involved. Invariably, there are more things going on than most people realize. A good survey will turn up practices that, with a little fine tuning, will become excellent work based programs.
2. DISTRICT LEVEL PLANNING	Planning is essential to a good work based learning program. Planning discussions might begin with the question, “Why are we doing this?” One answer is that work based learning is a wonderful opportunity for schools to involve the whole community in the exciting task of integrating classroom learning with real life experiences in the world of work. It can be very helpful from the beginning to designate one person as work based learning coordinator to head a district advisory team responsible for planning and implementing work based learning. It helps even more if this advisory team has the time and resources to get the job done and has a clear vision of district goals and how to reach them. Beyond this, success requires a lot of teamwork and involvement. A steering committee of committed people from business and industry, labor, community agencies, legal and other professional fields, parents, students and teachers can be an invaluable resource. A steering committee representative of the whole community can make the difference between success and failure. Give committee members real tasks and responsibilities.
3. DON'T RE-INVENT THE WHEEL	Become knowledgeable about what others are doing. Gather information about successful work based programs and observe good practices in action, then incorporate what you can into your own program. Collaborate with other schools or districts in your area. Although it is important that districts develop materials that meet their own needs, it is also important to recognize the value of standardizing procedures and forms as much as possible. Standardization minimizes confusion and maximizes consistency, especially with work sites participating in WBL programs with several educational entities.
4. SET GOALS AND ESTABLISH TIME LINES	The district advisory team should draft a master plan and use it as a blueprint for the district to follow. Solicit input from all those who will be affected by the plan, particularly school staff, students, parents and employers. Present the master plan to the steering committee as a starting point. Use their input to update and revise the master plan. Establish benchmarks or objectives on a timeline, so that everyone can see the project in smaller segments as well as an overall view. Assign specific, achievable tasks to subgroups and communicate about program strengths and weaknesses frequently.

B. TIPS FOR GETTING STARTED

<p>5. SPEND TIME IDENTIFYING POTENTIAL PROBLEMS</p>	<p>The advisory team should look at the logistics of managing an expanded work site learning program. As the program grows, increasing numbers of students, teachers and employers will be involved. Keeping up with the demands of an expanding program can be very difficult. Increased numbers create a greater need for an organized system with thorough training for each staff member who will be placing students in the community. If your program is disorganized, you risk leaving everyone involved with a negative impression of the value of work site learning in addition to potential legal problems.</p>
<p>6. TYPICAL PROBLEMS AREAS</p>	<ul style="list-style-type: none"> ◆ Lack of training time for staff ◆ Opposition from within the community ◆ Schedule conflicts ◆ Differences in expectations of various participants
<p>7. PERHAPS THE BEST ADVICE</p>	<p>For districts starting a work based learning program, perhaps the best advice comes from the <i>School-to-Work Toolkit</i>, published by Jobs for the Future, Cambridge, MA.</p> <ul style="list-style-type: none"> ◆ Don't be overwhelmed. The materials in this manual are intended for use over a period of years, not all at once ◆ The most important thing to do is to build a community partnership ◆ The information in this manual is a menu, not a list of commandments ◆ Expand your community's vision of the possible. Use the materials here to help a community see itself functioning differently, in a youth development partnership ◆ Build on existing strengths first ◆ Build long-range goals and a timeline for implementing them

C. STAKEHOLDER ROLES/RESPONSIBILITIES

In general, work based learning programs involve all or most of the following, depending on the work based learning activity. The success of the program depends on the involvement and commitment of all participants.

1. SCHOOL RESPONSIBILITIES

In addition to providing classroom instruction that supports the work based learning curriculum, school personnel should work to encourage success by fostering the relationships between students and employers and providing support services as appropriate. These services may include:

- ◆ Orienting students and employers
- ◆ Developing job sites and placements
- ◆ Promoting the program
- ◆ Conducting on-site visits to monitor and evaluate student progress
- ◆ Conducting orientations and/or seminars that may include pre-employment work maturity and work readiness training and job search skills
- ◆ Counseling students about jobs and careers
- ◆ Assisting students with questions and forms relating to work
- ◆ Working with students to develop measurable goals/objectives directed toward CIM or CAM proficiencies
- ◆ Assessing student performance at school and at the work site
- ◆ Assigning student grades
- ◆ Taking disciplinary action when necessary in relation to job placement
- ◆ Attending professionally related meetings and conferences
- ◆ Posting temporary jobs
- ◆ Completing records and forms
- ◆ Maintaining professional relations with employers
- ◆ Matching students with employers
- ◆ Providing basic safety training as appropriate to the placement
- ◆ Preparation of state and federal reports
- ◆ Maintaining records for insurance and tax purposes

2. EMPLOYER RESPONSIBILITIES

The primary role of the employer is to provide an environment in which learning can take place. In general, the employer is responsible for:

- ◆ Interviewing students
- ◆ Signing and abiding by agreements/forms, such as the WBL Training Agreement
- ◆ Providing a work experience that supports the student's educational and career goals
- ◆ Facilitating student exposure to all aspects of the field
- ◆ Orienting students to the work site: business operations, performance expectations, administrative policies and job specific safety training
- ◆ Informing staff of the student's purpose and enlisting their support and help
- ◆ Arranging a "buddy system" and/or employee mentor for student
- ◆ Assisting the student in his/her efforts to accomplish personal and professional goals
- ◆ Meeting with the coordinator to assess student progress and address any problems.
- ◆ Completing formal evaluations of student work and the work based learning program at the end of the student's experience

C. STAKEHOLDER ROLES/RESPONSIBILITIES

3. STUDENT RESPONSIBILITIES	<p>The student is responsible for:</p> <ul style="list-style-type: none"> ◆ Signing and abiding by agreements/forms, such as the WBL Training Agreement ◆ Skills, aptitude and interest tests ◆ Developing goals/objectives/CIM or CAM outcomes ◆ Completing assignments, evaluations, forms, and other activities required by the coordinator ◆ Taking an active role as a participant in the program which includes participation in activities at a work site as well as in school ◆ Being a positive representative of the school and program in the community ◆ Making satisfactory academic progress ◆ Informing their coordinator of any problems that occur at the work site
4. PARENT/GUARDIAN RESPONSIBILITIES	<p>The parent/guardian plays a major role in the support of their student by:</p> <ul style="list-style-type: none"> ◆ Encouraging students to have good attendance at the work site ◆ Being involved and informed about the progress of their student's work experiences ◆ Participating in the school's activities promoting the structured work experience program ◆ Arranging for the transportation of the student to and from the work experience site (if necessary)
5. ADVISORY AND STEERING COMMITTEE RESPONSIBILITIES	<p>Committee members should be prepared to work in one or more of the following areas:</p> <ul style="list-style-type: none"> ◆ Curriculum Development. Creating technical and academic curricula that support career development goals ◆ Articulation. Establishing partnerships and linkages with educational programs beyond high school ◆ Student Relations. Introducing the program to students and their parents, helping orient students and providing support services for program participants ◆ Community Relations and Marketing. "Spreading the word." Informing community members and employers about the existence and potential benefits of the program and encouraging them to participate ◆ Work Site Development. Identifying, recommending and helping establish work sites where students can learn and make meaningful contributions ◆ Strategic Planning. Evaluating program outcomes to ensure that the needs of all program participants are being met ◆ Staff Development. Preparing school site and work site staff members to meet the needs of students in the work based learning program

D. ONGOING PROGRAM IMPROVEMENT AND EVALUATION

It is critical that work based learning programs monitor whether and how well they work for students. Maintaining a quality program requires mechanisms to ensure that students' experiences meet the educational and other objectives of the program. A range of techniques can be used to monitor students' experiences and to promote continuous improvement of the program.

1. STUDENT PROGRESS	Regular contact between work site, school, and program staff is the main vehicle for monitoring the quality of student placements and learning. Through work site visits, regular meetings with work site and school partners, and analysis of in-school learning, program staff evaluate whether the program is meeting student educational needs.
2. PROGRAM PROCESS	Partners should be engaged in regular discussions to support a process of continuous improvement. Program oversight is a key function of the partnership.
3. TRACK KEY PROGRAM COMPONENTS	Programs must monitor and record program outcomes—student grades, diversity, program attendance and completion rates, and placement in post secondary institutions and job opportunities after program completion—to assess overall progress.
4. OUTSIDE EVALUATORS	It is often difficult for program managers to step back and analyze program progress. Outside evaluators can help facilitate this process through qualitative (interviews with employers, teachers, administrators, students and parents) and/or quantitative (analysis of student outcomes) methods. Outside evaluators can also be helpful in synthesizing “lessons learned” and making suggestions to improve implementation.
5. STUDENT EVALUATION	Students’ constructive criticism about their work placements and school site activities is a useful source of information on the quality of the learning experiences and areas in need of improvement. Anonymous evaluations by students on a regular basis are an “insider’s” source of information on where the program is and the direction in which it needs to go.
6. EXIT INTERVIEWS	One-on-one, open-ended conversations with students as they are about to complete the program are another means of soliciting their frank and helpful impressions. These may work best if conducted by an outside party (e.g., a volunteer graduate student.)

E. PARTNERSHIP BUILDING

An Important State Direction. . . A Growing National Trend. Broad based partnerships in states and local communities constitute the underlying principle of work based learning plans and serve as the foundation for successful implementation. Without these partnerships, real and lasting changes are difficult to achieve. They bring together many segments of the community to share and match resources and lead to formal voluntary relationships between business, industry, education, and their communities to plan and carry out activities for the purpose of improving the quality of education.

Schools need the support of business, industry, and the community to provide quality education. Business and industry need a strong public education system to assure economic stability and to maintain a high quality of life for citizens of all ages. Together, they give the community, the state and the nation a more competitive edge in the national and global economy. Everyone benefits from effective partnership activities.

Partnership Benefits	
BUSINESS/INDUSTRY	<ul style="list-style-type: none"> ◆ Intrinsic rewards for employees by sharing their time and talents ◆ Enhanced community image ◆ Contribution to human resource development ◆ Improved return on education tax dollars ◆ Reduction of on-the-job training time ◆ Better prepared employee ◆ Tax deduction for charitable contributions ◆ Recognition and support for their efforts
COMMUNITY	<ul style="list-style-type: none"> ◆ Recognition of education as a joint responsibility ◆ Clarification for citizens of the role they can play in upgrading the quality of schools ◆ Parent involvement
SCHOOLS/TEACHERS/STUDENTS	<ul style="list-style-type: none"> ◆ New curriculum/teaching resources and ideas ◆ Initiation of special programs ◆ Economic education assistance ◆ Improved channels to communicate education's goals and issues ◆ Increased awareness of business and industry goals and issues ◆ Special student population assistance ◆ Professional development for teachers and staff ◆ Improved administrative and management practices ◆ Recognition and support for efforts

Why Are Partnerships Important?

"To ensure that our children get the best education...let us resolve that every one of our country's public, private and parochial schools and our community colleges—all 110,000 of them—will have formed a partnership in education."

*The Honorable Ronald Reagan
Former President of the United States*

"Education and business need each other. Partnerships are not only the right thing to do—they are also good business. They improve the quality of the graduates we hire. They help our image in the community. They give us a better return for our tax dollars.

*Robert W. Lundeen
Former Chairman of the Board, The Dow Chemical Company*

Individual Perceptions vs A Shared Vision

Creating shared visions around education and job readiness is the challenge to Business, Industry, and Education Partnerships. Often people have special interests that foster polarity, not a common vision. Here are some of the arguments that prevent partnerships from creating the shared vision so vital to improve education.

Business/Industry Perception	<ul style="list-style-type: none">◆ Educators are supported by taxes and should be doing their job; that is, teaching basic core competencies to graduates entering the job market.◆ I run a business on a bottom-line basis. Teachers have no idea what it is to meet payroll.
Educators Perception	<ul style="list-style-type: none">◆ Teacher's salaries are so low that we cannot attract and keep the best teachers.◆ Business and industry is not aware of what is required of a professional teacher
Shared Vision	<ul style="list-style-type: none">◆ Can shape a community of the future for the benefit of educators and business persons◆ Will develop a labor force to enhance economic development recruitment and attract business and industry which need to maintain productivity and enable international competition.◆ Can provide basic skill competencies for graduates who are seeking jobs◆ Can provide students with support from business, industry and education for a successful transition to jobs or postsecondary education◆ Can help communities build support for school finance and make educational excellence a shared community responsibility.

**Do's , Don'ts and Potential Pitfalls
In Business, Industry, Education Partnerships**

DO'S	DON'TS	POTENTIAL PITFALLS
<ul style="list-style-type: none">◆ Make the partnership a system-wide priority◆ Think long-term◆ Support projects that demonstrate growth and positive community commitment◆ Think about evaluation and accountability◆ Ensure that both partners feel a sense of ownership in the project◆ Be willing to negotiate, but keep in mind which partner is the educator◆ Make a list of mutually beneficial outcomes◆ Be aware of unexpected outcomes that can be exciting◆ Provide public recognition	<ul style="list-style-type: none">◆ Simply look for a handout if you're a potential school partner◆ Impose a partnership on a school if you're a potential business partner◆ Be afraid to ask for assistance◆ Look for financial support for normal budget items◆ Give up!	<ul style="list-style-type: none">◆ Inadequate planning◆ Too many projects◆ Inadequate selling of program to teachers and employees◆ Lack of genuine commitment by one or both parties◆ Failure to clarify methods of measuring progress◆ Too many volunteers to monitor◆ Don't let expectations get unrealistic◆ Don't promise what you can't deliver◆ Don't make it a public relations stunt

Special Kinds of Partnership Opportunities	
1. General Business Interests	<ul style="list-style-type: none"> ◆ Donate used equipment ◆ Sponsor field trips, tours ◆ Provide informational literature ◆ Sponsor beautification projects—donate plants ◆ Provide display space ◆ Provide seminars or sponsor training for parents or staff groups ◆ Serve as chairpersons ◆ Sponsor a Boss for a Day Program ◆ Allow students to design holiday cards, covers for annual reports, or other publications ◆ Provide demonstrations of various artistic and technical skills
2. Arts/Entertainment	<ul style="list-style-type: none"> ◆ Sponsor tickets for special events ◆ Provide speakers ◆ Provide artistic demonstrations ◆ Provide tours ◆ Sponsor contest (essay, art, poetry) ◆ Provide approved curriculum materials ◆ Serve as judges for various events ◆ Provide seminars for students or teachers
3. Chambers of Commerce	<ul style="list-style-type: none"> ◆ Participate in a speakers bureau on entrepreneurship and the free enterprise system ◆ Participate in career days ◆ Provide curriculum for consumer education ◆ Assist students with getting exposure and training in local businesses and subsequent employment ◆ Sponsor a Junior Chamber of Commerce in schools ◆ Invite school system personnel to serve on chamber's education committee ◆ Provide workshops for teachers to update their skills ◆ Sponsor student interns in leadership development ◆ Assist schools to obtain additional partners from the business community ◆ Participate in career fairs ◆ Participate in health fairs at schools ◆ Encourage volunteerism among students, staff and parents ◆ Tutor in science and health related courses
4. Law Enforcement/ Governmental Agencies	<ul style="list-style-type: none"> ◆ Sponsor student field trips ◆ Assist the school with its law-related education program ◆ Serve as speakers ◆ Provide field trips to court, city hall or jail ◆ Serve as judges for academic competition ◆ Allow journalism or debate students to interview employees or officials ◆ Sponsor an award for top government students, top achievers or best debate students ◆ Participate in competitive events, field days with staff or students ◆ Tutor dropout-prone students
5. Media/ Communications	<ul style="list-style-type: none"> ◆ Participate in Newspapers in Education Program ◆ Provide speakers for career awareness programs ◆ Provide layout assistance for school publication ◆ Present student workshop on how to sell advertisements for their publications ◆ Sponsor spelling bee, writing, public speaking and debate competition ◆ Help students produce a school news program to air on radio or television ◆ Develop a public relations campaign for education ◆ Assist school to reduce printing costs

Special Kinds of Partnership Opportunities	
6. Retailers	<ul style="list-style-type: none"> ◆ Provide area for students to demonstrate a variety of physical education activities ◆ Provide display for student artwork ◆ Provide on-site musical performances ◆ Provide employment opportunities ◆ Provide field trips/tours ◆ Publicize announcements of activities on employees' bulletin board ◆ Sponsor a fashion show ◆ Provide contest for commercial art students ◆ Sponsor a graphic arts contest ◆ Provide judges ◆ Provide time for handicapped students to visit Santa Claus ◆ Cooperate with school attendance activities
7. Realtors	<ul style="list-style-type: none"> ◆ Make motivational presentations ◆ Tutor a child ◆ Co-sponsor a project with a school service club ◆ Provide emergency assistance for students ◆ Participate as a one-on-one youth motivator ◆ Conduct time management inservice program ◆ Sponsor an after school club—Give it your own name ◆ Provide speakers on community issues
8. Labor Unions	<p>Unions can contribute valuable networks and workplace knowledge by:</p> <ul style="list-style-type: none"> ◆ Using direct links to thousands of private-and public-sector employers ◆ Using established links/communication mechanisms to 14M unionized workers ◆ Sharing their long history of working with employers on training and skill-upgrading initiatives ◆ Leading the effort to ensure safe and healthful workplaces ◆ Applying understanding of workplace dynamics, work and technology, workplace change, and all aspects of industry <p>Unions can give young people unique learning opportunities by:</p> <ul style="list-style-type: none"> ◆ Teaching youth about what workplaces look like and how workers help define work place processes ◆ Working with educators on school- and work based career awareness activities ◆ Giving students and teachers opportunities to learn about the current labor movement and labor history ◆ Teaching youth how workers and unions shape and maintain fair labor standards, bring about safe workplaces, and build the middle class ◆ Making students aware of their rights and responsibilities in the workplace ◆ Teaching youth about labor laws, labor management relations, and problem-solving skills and abilities ◆ Recruiting and training Work Based Learning (WBL) mentors ◆ Giving front-line shadowing opportunities to students and teachers ◆ Recruiting and training workers to work with specific teachers and schools ◆ Using union-run training programs and apprenticeship centers to provide hands-on learning opportunities <p>Unions can help with WBL system-building by:</p> <ul style="list-style-type: none"> ◆ Recruiting unionized employers to participate in WBL activities ◆ Providing program models for serving youth from diverse backgrounds, linking young women with nontraditional work, and serving youth with disabilities ◆ Contributing knowledge about work based learning ◆ Providing models for integrating academic and vocational education ◆ Helping WBL systems focus on career paths with strong employment potential ◆ Ensuring that WBL initiatives comply with all labor laws ◆ Helping to bridge the communication gap between educators and employers

F. WORK BASED LEARNING OPTIONS

While your school structure, the needs and resources of local partnership members, and team vision and goals will partially determine the route you take in constructing your *Work Based Learning Local Action Plan*, the following Guiding Principles, used in Part A to assess your partnership strengths, also serve as signposts along the way.

Guiding Principles for Better Schools

Principle One: High Standards. Schools must expect all students to achieve high academic standards and master the knowledge and skills that will qualify them for employment, further education, and career advancement.

Principle Two: Career Focus. Schools should promote career-related academic curricula that stress the application of knowledge and skills to motivate students to achieve high levels of academic performance.

Principle Three: Multiple Assessment. A variety of assessment strategies should be utilized to allow students to demonstrate their multiple talents and abilities whether they work individually or in collaboration, and to assist educators in improving student performance and instructional programs.

Principle Four: Partnerships. Educators and community members must work together to develop high quality programs for all students.

Getting to Work, Introduction, MPR Associates, Inc.,
2150 Shattuck Avenue, Suite 800, Berkeley, CA 94704

These four principles can serve as a useful guide in developing a rigorous, comprehensive program of study organized broadly around work, industry, or careers. Working with your colleagues and community, you can use these principles to help transform your school and expand the educational and employment opportunities for all your students.

If your local education/business partnerships is in its infancy, you may want to consider assessing your partnership readiness level prior to attempting to develop and implement a *Work Based Learning Local Action Plan*. The *Introduction* to the *Getting to Work* materials will help you evaluate your present level of development in the numerous areas to be explored in developing your local plan.

What kind of work based learning experiences do you want to create in your local education/business partnerships? School and employers can create unique educational experiences so that students both observe and perform hands-on work, develop work-readiness skills, and learn to draw their own conclusions. Development and implementation of a *Work Based Learning Local Action Plan* will restructure education by bridging classrooms and communities to create work based learning opportunities that maximize students' interests, motivation, creativity, and effort.

The one clear message that needs to be understood by anyone working with or establishing a work based learning experiences is that there **must be a connection between the work experience (including shadowing, mentoring and service learning) and the curricula at the school in some defined fashion**. If the work experience does not connect in a specified manner, it is not School-to-Work, it is just W (work).

The learning experiences described below fall into four categories: (1) *career awareness*, (2) *career exploration*, (3) *school site career preparation*, and (4) *work site career applications*. They span Grades K-16 and focus on providing work based learning experiences that are integrated with classroom curriculum. Students participate in these experiences at either the school or workplace. To help you select options for inclusion in your *Work Based Learning Local Action Plan*, Parts V, VI, VII, and VIII of this manual provide detailed "how to" information including sample forms for each option. The following table provides an overview of possible options within each of these categories.

Overview of WBL Options		
1. CAREER AWARENESS	Career awareness includes group activities that help students develop a general awareness of themselves, the world of work and its connection to education and provide the basis for guiding students into future career decision making.	
	Career Fairs Career Day	Career fairs and career days provide opportunities for students to explore a variety of career path clusters of interest to them
	Classroom Guest Speakers	Guest speakers provide students with an understanding of the career choices available at their place of business, how academic and technical skills are integrated on the job, how they have adapted to technological change, and their role in the economic development of the community.
	Field Trips	Student tours with local businesses willing to share their expertise and provide insight into the variety of career pathways available in their business. The tour should emphasize all aspects of the industry.
2. CAREER EXPLORATION	Career exploration includes individual activities whereby students explore career options that match their interests and aptitudes. They provide an opportunity to learn about what people do for a living, observe and interact with work based staff to learn more about the demands of the work place, and help students think about the world of work and their postsecondary options.	
	Career Guidance & Counseling Services	Securing work based learning experiences, learning career development knowledge and skills, and choosing post-high school options are essential elements of an integrated program that links school and work.
	Career Interviews	Career interviews arranged, conducted, and reported on by students who have researched the career/career cluster prior to the interview.
	Job Shadowing	Job shadows involve student visits to a variety of work places, during which time students observe and ask questions of individual workers
	Research Papers/Projects	Research papers/projects that focus on specific careers or class projects such as mock employment interviews and business simulations.

Overview of WBL Options

3. SCHOOL SITE CAREER PREPARATION	By integrating job instruction and career exploration with a program of study based on high academic and skill standards, the following school site career preparation activities provide the bridge for transitioning from school to work and/or postsecondary education.	
	Applied Academics Classes	Courses that are similar in content to traditional college prep but use real-life examples and emphasize contextual learning. Course content is rigorous and challenging. They are offered in the following subject areas: mathematics, English, biology, physics, and social studies.
	Career Academies	Schools-within-schools in which groups of students take several classes together each year with the same group of teachers. Each academy focus on a career theme such as business and finance, electronics, etc.
	Entrepreneurship Projects/Classes	Entrepreneurship experiences assist students in developing the competencies needed to own and manage enterprises.
	School Based Enterprises	SBE's encompass activities in which students produce goods or services for sale or use by the school or communities. Teachers and students learn to develop, operate, and sustain a real business.
	Tech Prep Programs	Tech Prep combines a strong secondary and postsecondary education to prepare students for mid-level technology careers for the twenty-first century and articulates seamless educational pathways for the pursuit of postsecondary education options.
	CTSO Projects/Competitions	Career and Technical Student Organizations provide educational opportunities directly linked to the curriculum for vocational and applied technology education students so they may develop personally and professionally in preparation for career and life.
	Career & Technical Classes	Competency-based occupational education programs that address the emerging technologies and future employment opportunities in business and industry.
	Workplace Readiness Classes	Problem solving, teamwork, self management and the other SCANS foundations and competencies needed to succeed in the changing workplace are the focus of these courses.

Overview of WBL Options		
4. WORK SITE CAREER APPLICATION	The following work site learning experiences provide students with the opportunity to apply the skills learned in the classroom in actual work environments. They must be integrated with classroom learning in order to provide maximum benefits to both the employer and the student and should be available for all students.	
	Apprenticeships	The content of training, both on-the-job and related instruction, is defined and dictated by the needs of the workplace. The length of training is determined by the needs of the specific occupation. In the building trades, for example, some apprenticeship programs are as long as five years with up to 240 hours of related instruction per year.
	Clinical Work Experience	Clinical experiences are different from other structured work experiences in that they require on-site supervision by a certified teacher or faculty member. They usually take place in medical settings, where students practice the skills they have learned in the classroom.
	Cooperative Education	Cooperative education consists of mutual agreements between schools and employers whereby students in the 11th and 12th grade receive school-based occupational instruction and related paid work experience to develop certifiable occupational career skills.
	Internships/ Practicums	Internships and practicums are similar activities in which students engage in learning through practical work site experience. Internships are usually undertaken by students who are at or near the end of a preparatory academic program and are often unpaid.
	Mentorships	Mentorship experiences provide opportunities for developing one-on-one relationships between students and professionals in the career fields they are exploring.
	Part Time Work	Part time work (often referred to as work-study) provides work experience for which students are paid and may receive high school credit. It is not, however, a bona fide structured work site learning experience that relates the work to school site learning.
	Service Learning Projects	Service learning experiences consist of volunteer work in non-profit or public organizations to help student's develop a sense of community involvement, in addition to skills and knowledge common to other structured work experiences.
	SAE'S	Supervised Agricultural Experiences are one of the three integral parts of Agricultural Education Programs that also include classroom/laboratory instruction, and FFA.
	WECEP	WECEP is a school-supervised Work Experience and Career Exploration Program for underachieving 14- and 15-year olds aimed specifically at motivating dropout-prone youth to stay in school and become better prepared for the world of work.

WORK BASED LEARNING OPTIONS AND OPPORTUNITIES						
<i>WBL OPTIONS</i>	<i>GRADE LEVELS AVAILABLE</i>	<i>DURATION</i>	<i>CREDIT CREDENTIALS</i>	<i>PAID/ UNPAID</i>	<i>TRAINING PLAN OR AGREEMENT</i>	<i>PRIMARY FUNCTION</i>
CAREER AWARENESS ACTIVITIES						
CAREER FAIRS/DAY	4-16	usually 1 day	credit possible	unpaid	no	career awareness
CLASSROOM SPEAKERS	K-16	1 hour	credit possible	unpaid	no	career awareness
FIELD TRIPS	K-16	2-3 hours	credit possible	unpaid	no	career awareness
CAREER EXPLORATION ACTIVITIES						
CAREER GUIDANCE	5-16	ongoing	credit possible	unpaid	sometimes	career exploration
CAREER INTERVIEWS	4-16	1-2 hours	class project credit	unpaid	no	career exploration
JOB SHADOWING	5-16	usually 1 day	credit possible	unpaid	no	career exploration
RESEARCH PAPER/PROJECT	4-16	1 hr to weeks	class credit	unpaid	no	career exploration
SCHOOL SITE CAREER PREPARATION ACTIVITIES						
APPLIED ACADEMICS COURSES	5-16	1 semester - several years	course credit	unpaid	no	career preparation
ENTREPRENEURSHIP PROJECTS/CLASSES	5-16	1-2 semesters	credit possible	usually unpaid	no	career preparation
SCHOOL BASED ENTERPRISE	9-16	hours to years	credit possible	usually unpaid	sometimes	career preparation
TECH PREP PROGRAMS	9-16	1-6 years	credit	both	usually	career preparation
CAREER & TECHNICAL CLASSES	7-16	1 semester - several years	course credit	unpaid	no	school based career preparation

WORK BASED LEARNING OPTIONS AND OPPORTUNITIES						
<i>WBL OPTIONS</i>	<i>GRADE LEVELS AVAILABLE</i>	<i>DURATION</i>	<i>CREDIT CREDENTIALS</i>	<i>PAID/ UNPAID</i>	<i>TRAINING PLAN OR AGREEMENT</i>	<i>PRIMARY FUNCTION</i>
CAREER & TECHNICAL SCHOOL ORGANIZATION (CTSO) PROJECT/COMPETITION	8-16	1 semester - several years	credit possible	unpaid	no	school based career preparation
WORKPLACE READINESS CLASS	9-16	1-2 sem.	course credit	unpaid	no	school based career preparation
WORK SITE CAREER APPLICATION ACTIVITIES						
APPRENTICESHIPS	11-16 (age 16+)	1-6 years including summers	course credit Voc. Cert. (assoc. degree possible)	paid	yes	work site application
CLINICAL WORK EXPERIENCES	11-16	1 semester to several years	course credit Voc. Cert. (assoc. degree possible)	sometimes paid	yes	work site application
COOPERATIVE EDUCATION	11-16	1 sem. to yrs.	course credit	paid	yes	work site application
INTERNSHIP/PRACTICUM	10-16	1 sem. to yrs.	course credit	usually unpaid	yes	work site application
MENTORSHIPS	5-16	weeks to yrs.	no	usually unpaid	sometimes	work site application
PART TIME WORK	9-16	hrs. to years	credit possible	paid & unpaid	no	work site application
SERVICE LEARNING PROJECT	3-16	hrs. to weeks	credit possible	unpaid	sometimes	work site application
SUPERVISED AG. EXPERIENCE	9-12	1 sem. to yrs.	course credit	paid & unpaid	yes	work site application
WECEP	9-10	1-4 semester	course credit	paid	yes	work site application

G. CREATING WBL LOCAL ACTION PLANS

Thoughtful completion of the following steps in developing your *Work Based Learning (WBL) Local Action Plan* will insure successful implementation.

Step #1 Sequence WBL Opportunities by Grade Level

Using the information in the *Work Based Learning Options* handout, select the opportunities that best meet the needs and resources of your local partnership. Options may include the following as well as others unique to your area:

Career Awareness	Career Exploration	School Site Career Preparation	Work Site Career Application
<ul style="list-style-type: none"> ♦ Career Fair/ Career Day ♦ Classroom Guest Speakers ♦ Field Trips 	<ul style="list-style-type: none"> ♦ Career Guidance & Counseling Services ♦ Career Interviews ♦ Job Shadowing ♦ Research Paper/Project 	<ul style="list-style-type: none"> ♦ Applied Academics Courses ♦ Entrepreneurship Projects ♦ School Based Enterprises ♦ Tech Prep Programs/Articulation ♦ Career and Technical Student Organization (CTSO) Projects or Competition ♦ Career and Technical Programs ♦ Workplace Readiness Courses 	<ul style="list-style-type: none"> ♦ Apprenticeships ♦ Clinical Work Experience ♦ Cooperative Education ♦ Internship/Practicums ♦ Mentorships ♦ Part Time Work ♦ Service Learning Projects ♦ Supervised Ag Experience ♦ WECEP - Work Experience Career Exploration Programs

Step #2 Structure of the WBL Experience

Determine the following for each option selected in Step #1:

- a. When Will WBL take place during the school year or during the summer?
- b. Length How long will one placement last?
- c. Work Time What days and times will the student be at the work site?
- d. School Time What days and times will the student be in school?
- e. Rotation Will students rotate through various jobs within a place of employment or rotate to various places of employment?
- f. Related Class In what class(s) will students receive classroom instruction related to their WBL activities?
- g. Supervision What teachers/employees will supervise students at the workplace?
- h. Class Schedule What changes in the overall schedule for both students and teachers will be required to implement the WBL experience?
- i. Transportation/ Liability What special arrangements need to be made related to transportation and liability issues?

Step #3 Define WBL Roles and Responsibilities

What will the implementation roles and responsibilities be for the following PATES Partners:

P – Parents **A** – Administrators **T** – Teachers **E** – Employers **S** - Students

Indicate on your plan for each option who will be responsible for:

- a. Recruiting WBL business/industry sites and employers. (Step # 4)
- b. Developing WBL Student Training Plan. (Step # 5)
- c. Orienting, training, and supporting school and work personnel. (Step # 6)
- d. Planning and coordinating additional learning experiences. (Step # 7)

NOTE: Completion of Steps 1-3 provides a framework for your partnerships WBL activities. Successful implementation will require completion of Steps 4-7 as follows:

Step #4 Recruit WBL Employers to Place Students

Determine the following for each option selected:

- a. Who are the industry partners that you would like to recruit to implement your plan?
- b. Identify current PATES Partners who can help you recruit additional employers.
- c. Set priorities in your recruitment strategy.

Step #5 Develop WBL Student Training Plan

The specific format and contents of your training plan(s) will evolve during discussions with your education and employment partners. Eventually, your final training plan will need to be signed by your PATES Partners - Parents, Administrators, Teachers, Employers, and Students - with the expectations clearly communicated. Example entries for the training plan include: Overall Learner Outcomes, Work Skill and Knowledge Activities, Career Development Activities, All Aspects of the Industry Activities, and Reflection Activities.

Step #6 Orient/Train/Support School and Work Personnel

Before connecting students with employers, an orientation, training and support must be provided for students, teachers, employees, and employers. These are vital steps that will make the school and work partnerships more comfortable and beneficial to all parties.

Step #7 Plan Additional Learning Activities

In addition to providing WBL activities for all students, activities that build work based activities into pre-existing content can be practiced and applied in most every classroom. Possible activities to consider include: seminars on work-related topics, career awareness activities, mock job interviews, journal writing, and situational problem solving.

*Adapted from the Getting to Work, Module 3 - Learning Experiences, MPR Associates, Inc.,
2150 Shattuck Avenue, Suite 800, Berkeley, CA 94704, 510-549-4551.*

WORK BASED LEARNING LOCAL ACTION PLAN - PAGE ONE

WBL Partnership: _____

WBL Coordinator/Team Leader: _____ Phone # _____ FAX # _____ E-mail _____

Grade Level	Step # 1 SEQUENCE	Step # 2 STRUCTURE	Step # 3 ROLES/RESPONSIBILITIES	TARGET DATE
K-6				
7-8				
9th Grade				
10th Grade				

WORK BASED LEARNING LOCAL ACTION PLAN - PAGE TWO

WBL Partnership: _____

WBL Coordinator/Team Leader: _____ Phone # _____ FAX # _____ E-mail _____

Grade Level	Step # 1 SEQUENCE	Step # 2 STRUCTURE	Step # 3 ROLES/RESPONSIBILITIES	TARGET DATE
11th Grade				
12th Grade				
Post secondary				

NOTE: Completion of Steps 1-3 provides a framework for your partnership's WBL activities.
Successful implementation will require completion of Steps 4-7

SAMPLE WORK BASED LEARNING LOCAL ACTION PLAN

BRYAN HIGH SCHOOL

Worked-based Learning Continuum

Grade Level	9 th	10 th	11 th	12 th	POST – GRADUATION OUTCOMES 75% students enrolled in post-secondary training are studying in career cluster Post-secondary/training completion exceeds 30% 50% of students are employed in career cluster Average salary exceeds \$7.00 per hour 50% of students employed full-time 50% of full-time students receive benefits A A A A
Assessments	Work Keys IDEAS	PLAN True Colors	ASVAB PSAT	Work Keys ACT/SAT	
Activities	<ul style="list-style-type: none"> ✓ Lunch Bunches ✓ Career Shadowing ✓ Career Speakers ✓ Service Learning ✓ School-Based Enterprise ✓ Student Organizations ✓ College Visits ✓ College Counselors 	<ul style="list-style-type: none"> ✓ Lunch Bunches ✓ Tours ✓ Career Modeling ✓ Service Learning ✓ School-based Enterprise ✓ Student Organizations ✓ College Visits ✓ College Counselors 	<ul style="list-style-type: none"> ✓ Lunch Bunches ✓ Internships* ✓ Externship ✓ Dual Enrollment ✓ Work Experience ✓ School-based Enterprise ✓ Service Learning ✓ Student Organizations ✓ College Visits ✓ College Counselors 	<ul style="list-style-type: none"> ✓ Lunch Bunches ✓ Internships* ✓ Externship ✓ Dual Enrollment ✓ Work Experience ✓ School-based Enterprise ✓ Service Learning ✓ Student Organizations ✓ College Visits ✓ College Counselors 	
Selection	Open	Open	By Application	By Application	
Outcomes	<ul style="list-style-type: none"> • All students select a career cluster • All students develop a program-of-study with 75% of classes suggested by career cluster • All students identify at least 3 careers of interest within their cluster • Attendance rate averages at least 92% • At least 70% of all students pass all of their classes • 20% or more students are on the honor roll 	<ul style="list-style-type: none"> • All students identify one career of interest • All students define the education and training requirements of their chosen career. • All students demonstrate pre-employment skills competency • Attendance rate averages at least 92% • At least 70% of all students pass all of their classes • 25% or more students are on the honor roll 	<ul style="list-style-type: none"> • 60 students are participating in an internship program • Attendance rate averages at least 92% • At least 70% of all students pass all of their classes • 30% or more students are on the honor roll 	<ul style="list-style-type: none"> • 115 students are participating in an internship program • Attendance rate averages at least 92% • At least 70% of all students pass all of their classes • 35% or more students are on the honor roll • High school completion rate exceeds 60% 	
Data Sources	<ul style="list-style-type: none"> ° Transcripts ° Work Keys results ° IDEAS results ° Explorer Scouts Survey ° Advisement Portfolios 	<ul style="list-style-type: none"> ° Transcripts ° PLAN results ° True Colors results ° Explorer Scouts Survey ° Advisement Portfolios ° Career Model Evaluation 	<ul style="list-style-type: none"> ° Transcripts ° Advisement Portfolios ° WBL Journals 	<ul style="list-style-type: none"> ° Transcripts ° Advisement Portfolios ° OPS Longitudinal Study ° OJC Follow-up Study ° WBL Journals 	

SAMPLE WORK BASED LEARNING LOCAL ACTION PLAN (CONTINUED)

DEFINITIONS

CAREER SHADOWING	Students are matched to businesses in their career cluster, after completing the IDEAS assessment, and attend on half-day job shadowing experience. Prior to experience, students receive instruction regarding how to dress, what to expect, how to behave, what questions to ask, etc. Students complete an interview form with their work site mentor upon completion of the job shadow. These interviews are compiled and shared with all students in the same career cluster.
SPEAKER DAY	Career speakers address students at school organized by career cluster on a scheduled day.
SERVICE LEARNING	Students learn through participation in organized community service experiences which are integrated into the academic curriculum (usually history, social studies, government, etc.).
COLLEGE VISITS	Students visit colleges, universities, and other post-secondary institutions, according to career clusters.
COLLEGE COUNSELORS	Post-secondary representatives visit the school and provide information to students relative to their career clusters.
LUNCH BUNCHES	Career speakers address students at school, during the lunch hour, organized according to career interests.
TOURS	Tours of local businesses and agencies are conducted, according to career cluster.
CAREER MODELING	Students are matched to an adult mentor according to career interests. The mentors visit with the students first at school and then twice more in the mentor's place of business.
INTERNSHIP	Students are assigned to an internship placement for 15 – 20 hours of work experience per week. A learning plan is developed in advance with the student and work site mentor. Students meet every two weeks to integrate experiences, with the first three weeks of the internship devoted to exposure to all aspects of the assigned industry. Journals and work logs are kept and analyzed by the students. Internship continues through the senior year.
DUAL ENROLLMENT	Students take classes and earn credit at post-secondary institutions while still in high school.
WORK EXPERIENCE	Internship program designed for students with special needs.
SCHOOL ENTERPRISE	Business/Service ventures planned and implemented by students in the school building.
STUDENT ORGANIZATIONS	Includes programs such as DECA, FBLA, FTA, Junior Achievement, etc.

H. KEY WBL PERSONNEL

Three key people for any student in a work based learning component are the Work Based Learning (WBL) coordinator, the school site mentor and the work site mentor. The job descriptions follow for these individuals.

WBL Coordinator

Definition

A WBL coordinator is a person skilled in administration, supervision, counseling and teaching. The coordinator maintains effective relationships with employers in various employment fields and communicates with labor leaders, legislators, government officials, school administrators, faculty, parents and students.

Functions

The functions of the WBL coordinator include the following:

1. Coordinate individual career planning for students with curriculum, personnel and partnership members.
 - ◆ Oversee the implementation of the career exploration curriculum.
 - ◆ Coordinate the training of counselors and teachers.
 - ◆ Participate in the coordination of career counseling activities within the partnership.
 - ◆ Ensure selection of a career major by all students.
 - ◆ Ensure completion of the individual career planning process.
2. Monitor the delivery of the program of study to include integrated academic and occupational skills in the curriculum, instruction and work based learning experiences.
 - ◆ Organize and supervise the faculty teams charged with integrating academic and occupational content.
 - ◆ Coordinate the revision of curriculum to integrate school and work based learning activities.
 - ◆ Ensure the delivery of programs which meet academic and occupational standards.
 - ◆ Ensure secondary/postsecondary articulation.
 - ◆ Implement the recommendations of advisory groups (project staff and employer representatives).
 - ◆ Coordinate school site mentors and workplace mentor planning teams.
 - ◆ Write the learning contract to identify the academic and occupational competencies to be attained by each student.
 - ◆ Coordinate the inclusion of the identified competencies in the curriculum.
 - ◆ Ensure the implementation of the modified curriculum.
 - ◆ Organize and monitor the student evaluation process.
 - ◆ Monitor the record-keeping system.
3. Establish and maintain education and work liaisons.
 - ◆ Identify and recruit employers and community-based organizations for participation.
 - Develop and implement incentives and rewards.
 - Develop and implement a marketing plan.
 - Provide ongoing support to participating employers.
 - ◆ Provide employer orientation training and support for workplace mentors.
 - Provide examples of instructional strategies for incorporating academic skills.
 - Coordinate work with special populations.
 - Promote general occupational and site-specific safety and health.
 - Facilitate the use of alternative learning styles.
 - Coordinate employer practices and policies.
 - ◆ Create work based learning opportunities based on student needs.
 - ◆ Organize and coordinate supervision of work based learning.
 - ◆ Serve as mediator for any unresolved school site/workplace conflicts.
4. Ensure a safe work based learning environment for the work based learning system.

- ◆ Evaluate the safety and health information provided by the school site mentor.
 - ◆ Coordinate the provision of safety and health instruction.
 - ◆ Compile accident report information.
 - ◆ Work cooperatively with the district health and safety designee.
5. Coordinate assistance to students in the transition from work based learning (job placement, continuing education and further training).
- ◆ Identify the student's transition needs in the learning contract.
 - ◆ Identify and develop linkages with agencies and organizations that can provide transition support
 - ◆ Develop and maintain a referral system to help completers gain access to job placement services, continuing educational and additional training agencies and organizations.
6. Develop and maintain a monitoring system for the district's work based learning system.
- ◆ Set up a system based upon the overall project evaluation design.
 - ◆ Implement the evaluation system.
 - ◆ Collect and analyze the results.

Things to Keep in Mind

The following are essential considerations in selecting and training a WBL coordinator:

- ◆ Work site learning may include all areas of potential employment, including office-based occupations, field-based occupations, medical occupations, custodial occupations, law enforcement, accounting and countless others.
- ◆ Work site learning placements may be either hazardous or nonhazardous. (Keep in mind child labor regulations relevant to working at hazardous sites.)
- ◆ The school district and its designated personnel will be responsible for all matters related to the work based learning sites used by the district.
- ◆ Work site learning must be a safe environment for students and school personnel.
- ◆ Work site learning should serve various purposes: career awareness, career exploration and career preparation, including the attainment of academic general workplace and occupational competencies.
- ◆ The primary purpose of work site learning is education. They are extensions of the educational program of the school.
- ◆ The primary role of the WBL coordinator will be supervisory, coordinating the many aspects of the program.

Knowledge and Abilities

The WBL coordinator must have

- ◆ the ability to develop partnerships.
- ◆ the ability to set priorities.
- ◆ a knowledge of the task analysis process.
- ◆ the ability to effectively manage individuals and processes.
- ◆ the ability to effectively communicate verbally and in writing.
- ◆ a knowledge of child labor laws.
- ◆ a knowledge of safety and health issues.
- ◆ a knowledge of the organization and structure of the workplace.
- ◆ a knowledge of workplace competencies.
- ◆ a knowledge of career development systems.
- ◆ the ability to write a work based learning contract.

School Site Mentor

Definition

A school site mentor is a professional employed by a school who is designated as the advocate for a particular group of students and who works in consultation with classroom teachers, counselors, related services personnel and the employer of the students to design and monitor the progress of the students' WBL program.

Functions

The functions of the school site mentor include the following:

1. Ensure the coordination of career counseling activities between guidance, classroom and workplace experiences. These activities lead to the student's selection of a career major.
2. Monitor the implementation of the student career assessment process and use the information as the basis for selection of a career major.
3. Coordinate the identification of the academic and occupational competencies to be attained by each student.
 - ◆ Coordinate the inclusion of the identified competencies in the student's Individual Career Plan (ICP).
 - ◆ Ensure that the implementation of the modified curriculum includes the academic and occupational competencies to be attained by the student.
 - ◆ Ensure that all modifications are in compliance with all federal and state regulations (e.g., Individual Education Program (IEP), Section 504, *Plans of the Rehabilitation Act of 1973 as Amended in 1990*).
4. Establish and monitor the student evaluation process.
 - ◆ Perform record-keeping functions.
 - Ensure that training agreements are completed and signed.
 - Keep record of student evaluations on file.
 - Record the achievement of academic, workplace skills and occupationally specific skills.
 - Maintain the ICP for each student.
5. Meet with the WBL coordinator on the appropriate school site and work site learning experiences for each learner.
6. Serve as a mediator for any school site/workplace conflicts.
 - ◆ Report any conflicts to the WBL coordinator.
 - ◆ Convene meetings, if appropriate, to resolve school site and work site conflicts.
 - ◆ Record conflicts in the student's file and the action taken for resolution.
7. Refer students to sources of assistance for school-to career opportunities, job placement, continuing education, further training or support services.
 - ◆ Provide information regarding linkages with agencies and organizations that can provide support to students, parents and/or employers.
 - ◆ Provide referral information to the WBL coordinator and/or related personnel as needed.
 - ◆ Secure assistance, if appropriate.
8. Monitor health and safety provisions.
 - ◆ Maintain a record of hazardous workplaces.
 - ◆ Maintain records of occupationally specific safety and health test results.
 - ◆ Ensure a safe work based learning environment.
 - Assess safety and health instructional needs for each site.
 - Coordinate the provision of safety and health instruction.
 - Monitor workplace safety and health provisions.

- ◆ -Report accident information.
 - ◆ Comply with federal and state employment and civil rights legislation.
9. Provide ongoing support for workplace mentors/employers.
- ◆ Provide education support.
 - Provide examples of instructional strategies for incorporating academic skills based on individual student needs.
 - Coordinate individual strategies for working with special population students.
 - Ensure compliance with general occupational and site-specific safety and health regulations.
 - Facilitate the use of alternative learning styles.
 - Coordinate employer practices and policies with student learning.
 - Conduct workplace learning supervision.
10. Participate in the monitoring of the district's Work Based Learning Opportunities system.

Things to Keep in Mind

The following are essential considerations in selecting and training a school site mentor:

- ◆ Work based learning experiences are provided to all students, so the school site mentor must possess the communication skills and ability to work with a variety of students and their individual needs.
- ◆ Compliance with all federal and state laws is mandatory.
- ◆ Work site learning must be a safe environment for students and school personnel.
- ◆ The primary purpose of the learning sites is education. They are extensions of the educational program of the school.
- ◆ The primary role of the school site mentor is to coordinate the student's individual career plan, classroom instruction and work site learning experiences.
- ◆ The school site mentor must possess the counseling and teaching skills necessary to maintain effective relationships.

Knowledge and Abilities

The school site mentor must have

- ◆ the ability to set priorities.
- ◆ knowledge of the task analysis process.
- ◆ the ability to effectively manage individuals and processes.
- ◆ the ability to effectively communicate verbally and in writing.
- ◆ knowledge of child labor laws.
- ◆ knowledge of workplace competencies.
- ◆ knowledge of career development systems.
- ◆ knowledge of educational learning styles.
- ◆ knowledge of evaluation techniques.
- ◆ knowledge of problem-solving skills for conflict resolution.
- ◆ the ability to find and implement the use of support services for students.
- ◆ the ability to manage multiple priorities.

Work Site Mentor

Definition

A work site mentor is an employee at the workplace, or another individual approved by the employer, who possesses the skills and knowledge to be mastered by a student and who instructs the student, critiques the performance of the student, challenges the student to perform well and works in consultation with classroom teachers and the employer of the student.

Functions

The functions of the work site mentor include the following:

1. Ensure the occupational health and safety of the student in the workplace.
2. Work in consultation with the classroom teacher, school site mentor, work based learning coordinator and employer.
3. Provide instruction in workplace skills and serve as a role model for the student.
4. Provide instruction in technical skills.
5. Provide instruction in and reinforcement of related academic skills.
6. Assist the student to meet state core content standards and/or national competency standards.
7. Participate in the evaluation of the student's performance.

Knowledge and Abilities

A work site mentor must

1. possess a knowledge of health, safety and child labor issues for the particular workplace.
2. possess the skills and knowledge to be mastered by the student.
3. possess a knowledge of the relevant career majors and the school based curriculum.
4. possess a knowledge of federal, state and local program policies and practices related to the work based learning experience.
5. have a knowledge of "all aspects of the industry."
6. be available to adequately mentor the student.
7. be available to participate in training associated with the work site mentoring process.

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